

## SECTION 75 POLICY SCREENING FORM

### Section 75 Statutory Equality Duties

<http://www.equalityni.org/S75duties>

The promotion of equality of opportunity entails more than the elimination of discrimination. It may also require proactive measures to be taken to maintain and secure equality of opportunity.

Section 75 (1) requires the University in carrying out its functions, powers and duties to have *due regard to the need to promote equality of opportunity* between –

- persons of different religious belief, political opinion, racial group, age, marital status, or sexual orientation
- men and women generally
- persons with a disability and persons without
- persons with dependants and persons without.

Without prejudice to the obligations set out above, the University is also required to:

- a) have *regard to the desirability of promoting good relations* between persons of different
  - religious belief
  - political opinion; or
  - racial group
- b) meet legislative obligations under the Disability Discrimination Order.

## **What is a policy?**

The Equality Commission for Northern Ireland state in their guidance<sup>1</sup> that the term 'policy' is used to denote any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

The University's Equality Scheme reflects the Equality Commission's definition of a policy and this should be applied in determining what needs to be screened.

If you are in doubt, please contact the Diversity and Inclusion Unit for advice. Equality screening guidance is also available at [Queen's website](#) or by contacting the Diversity and Inclusion Unit.

## **Part 1. Policy scoping**

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

It should be remembered that the Section 75 statutory duties apply to internal policies (relating to people who work for the University), as well as external policies (relating to those who are, or could be, served by the University).

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<sup>1</sup>Section 75 of the Northern Ireland Act 1998, A Guide for Public Authorities' (April 2010), page 30. A policy may include planning decisions, service changes, corporate strategies, policy development, practices, guidelines, procedures and protocols; board papers

## A. Information about the policy

### Name of the policy to be screened and description

Extended Workforce Policy – policy that provides guidance regarding the correct ways to engage workers, other payees, and self-employed individuals

### Is this an existing, revised or a new policy? (please append policy to the screening form)

New

### What is it trying to achieve? (intended aims/outcomes)

The Extended Workforce Policy and procedures have been developed to assist Queen's University Belfast in achieving our vision to be a world-class international university that supports outstanding students and staff, working in world class facilities, conducting leading-edge education and research, focused on the needs of society.

The University engages individuals into the extended workforce on a variety of contractual arrangements (including casual workers, self-employed and volunteer agreements) to support our permanent and fixed term employee base to achieve our strategic ambition to develop a globally competitive talent base.

The University is committed to engaging all individuals appropriately for the work they do for the University in line with the institution's core values:

- **Integrity** – we ensure that the engagement of our extended workforce is undertaken with honesty and transparency and is reflective of the highest ethical standards
- **Connected** – by actively collaborating with the diverse talent within our extended workforce the University is better placed to succeed in achieving its objectives
- **Ambition** – we are forward-thinking and strive to build on the important contribution our extended workforce makes to the success of the University
- **Respect** – we ensure that our extended workforce are engaged fairly and the relationship is mutually beneficial
- **Excellence** – we recognise that the members of our extended workforce are vital and contribute to the University's pursuit of excellence.

The University recognises the importance of, and valuable contribution made by, its extended workforce and engages individuals in this group to:

- deliver non-permanent or intermittent services, as and when required;
- prevent the disruption of service delivery by covering short term staff absences; or
- provide additional support, skills and experience to meet fluctuating demands.

The University aims to engage those in the extended workforce on contractual terms that are fair and appropriate, given our legal and ethical responsibilities as an employer.

The University utilises a variety of contractual arrangements which are designed to meet the needs of the individuals engaged, whilst providing the University with flexibility.

Are there any Section 75 categories which might be expected to benefit from the policy?

If so, explain how.

Yes. The Policy sets out that opportunities and arrangements for engagements should be fair and transparent, and establishes appropriate support. This ensures equality of access to opportunities across all S75 categories

Who initiated or wrote the policy?

The Extended Workforce Project Team.

Directorate responsible for devising and delivering the policy?

People and Culture Directorate

### **Background to the Policy to be screened.**

Include details of any pre- consultations/consultations which have been conducted and/or whether the policy has previously been tabled at the University's Operating Board or the Standing Committee of the Senate.

In terms of governance, an annual review of NSP spend is reported to the University Operating Board (UOB) annually. In November 2016, the report (Paper No. UOB/P/16/132) stated that the total amount of payments made through NSP for year ending 31 July 2016 was £4.07m, paid to 3,814 payees within Schools and Directorates.

A position paper on NSP payroll and related areas was presented to the Registrar's Group (RG/P/17/14) in October 2017. The paper highlighted a number of risks, issues and shortcomings of continuing to use the NSP in its current guise in light of the increasing complexity of 'non-staff' engagement. The paper made the following recommendations:

- Determine statutory and legal compliance obligations and potential impact of such including the existing definitions of 'workers';
- Work with stakeholders to establish current and future business requirements including assessment of the impact of potential legislative change;
- Benchmark the handling of 'Atypical'/Non-staff against comparator institutions to determine current operating models within the sector;
- Develop options for a new operating model for non-staff including financial appraisal and consideration of high-level system architecture solutions;
- Appointment of a Project Manager to undertake the work outlined.

Following approval to proceed with recommendations, a Project Manager was appointed and took up post on 1 August 2018, to develop a business case outlining options as to how the University should operate in the future in the engagement of non-staff. Subsequently, it was also agreed that the remit

of the work be expanded to include On Campus Jobs (OCJ) and the Students Union (SU), both areas of which are considered non-staff but not paid through the NSP payroll.

Following approval, two Associate Business Partners were appointed in October and December 2019, and completed an in-depth scoping exercise regarding the types of work that the Extended Workforce were carrying out, and making sure that individuals were being engaged in a legal and ethical manner.

Once the audits were completed there was a review of overall processes, policy and guidance, including, the nature of contracts and role descriptions.

Stakeholder engagement has been undertaken with Faculties and Schools (Faculty DEs/School Managers and Administrators), the directorates and the unions. A progress report was made to UOB in February 2020, and UEB in January 2020.

## **B. Implementation factors**

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy?

If yes, are they

financial?

legislative?

other?( please specify) Regulatory

Changes in University funding, employment legislation or quality assurance guidelines and regulations may impact on roles and availability of opportunities. Funding bodies may also restrict funded PGR students' ability to undertake teaching.

## **C. Main stakeholders affected**

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

staff

service users

other public sector organisations – Department of Education

voluntary/community/trade unions

Y

other, please specify \_\_\_Workers and self-employed individuals engaged by the University\_\_

#### **D. Other policies with a bearing on this policy**

- what are they? (please list)

- Volunteering Policy
- Procurement Policy
- Policy and Guidance on Teaching and Teaching Support
- Preventing Illegal Working and Eligibility to Work Policy
- QUB Student Working Policy
- Guidance on Applications for UK Tier 4 Student Visas

- who owns them?

Volunteering policy (SU Volunteering)

Procurement policy (Finance Directorate)

Policy and Guidance on Teaching Support (People & Culture Directorate and Directorate of Academic and Student Affairs)

Preventing Illegal Working and Eligibility to Work Policy (Directorate of Academic and Student Affairs)

QUB Student Working Policy ( Directorate of Academic and Student Affairs)

Guidance on Applications for UK Tier 4 Student Visas ( Directorate of Academic and Student Affairs)

#### **E. Available evidence**

**What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.**

This means any data or information you currently hold in relation to the policy or have gathered during policy development. Evidence to inform the screening process may take many forms and should help you to decide who the policy might affect the most. It will also help ensure that your screening decision is informed by relevant data.

BUFDG. (2019) Common Roles Guidance: Common HE Roles and Standard Tax Treatment [online]. London: BUFDG. Available at:  
<https://www.bufdg.ac.uk/resources/news/view?g=d6cab23c-c21c-4012-ba4f-402a2027617f&t=BUFDG%20guidance:%20HE%20Common%20Roles%20document%20&%20Employment%20Status%20Tool>

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2019a) Atypical Working: A guide to successfully implementing atypical work in your organisation

[online]. London: CIPD. Available at: [https://www.cipd.co.uk/Images/7904-atypical-working-guide-web\\_tcm18-61555.pdf](https://www.cipd.co.uk/Images/7904-atypical-working-guide-web_tcm18-61555.pdf)

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2019b) Future of Flexible Working [podcast]. London: CIPD. Available at: <https://www.cipd.co.uk/podcasts/flexible-working>

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2019c) Megatrends: Flexible Working [online]. London: CIPD. Available at: [https://www.cipd.co.uk/Images/megatrends-report-flexible-working-1\\_tcm18-52769.pdf](https://www.cipd.co.uk/Images/megatrends-report-flexible-working-1_tcm18-52769.pdf)

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2019d) Megatrends: Is work in the UK really becoming less secure? [online]. London: CIPD. Available at: [https://www.cipd.co.uk/Images/7904-megatrends-insecurity-report-final\\_tcm18-61556.pdf](https://www.cipd.co.uk/Images/7904-megatrends-insecurity-report-final_tcm18-61556.pdf)

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2019e) To gig or not to gig?: Stories from the modern economy [online]. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/work/trends/gig-economy-report>

CHARTERED INSTITUTE FOR PERSONNEL DEVELOPMENT. (2020) Employment Status [online]. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/employees/status-factsheet>

HM REVENUE & CUSTOMS. (2020) Off-payroll working (IR35) [online]. London: HM Revenue & Customs. Available at: <https://www.gov.uk/topic/business-tax/ir35>

HOME OFFICE. (2019) Guidance on applications for UK Tier 4 student visas [online]. London: Home Office. Available at: <https://www.gov.uk/government/publications/guidance-on-application-for-uk-visa-as-tier-4-student>

HOUSE OF LORDS ECONOMIC AFFAIRS COMMITTEE FINANCE BILL SUB-COMMITTEE. (2020) Government must address IR35's inherent flaws and unfairnesses, committee concludes [online]. London: Authority of the House of Lords. Available at: <https://publications.parliament.uk/pa/ld5801/ldselect/ldeconaf/50/50.pdf>

NIPSA. (2018) NIPSA Critical of the Huge Expenditure on Agency Staff Across the Public Sector [online]. London: CIPD. Available at: <https://nipsa.org.uk/public-service-defence/223-nipsa-critical-of-the-huge-expenditure-on-agency-staff-across-the-public-sector>

Pimlico Plumbers Ltd v Smith [2018] UKSC 29

RUSSELL GROUP. (2020) Virtual meeting on Casualisation [online]. London: UCU. Available at:

[https://www.ucu.org.uk/media/10760/RG\\_casualisation\\_meeting\\_minutes\\_March\\_2020/pdf/RGcasualisationmeetingminutesmarch2020](https://www.ucu.org.uk/media/10760/RG_casualisation_meeting_minutes_March_2020/pdf/RGcasualisationmeetingminutesmarch2020)

TAYLOR, M., (2017) Good Work: The Taylor Review of Modern Working Practices [online]. London: The Stationery Office

Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/627671/good-work-taylor-review-modern-working-practices-rg.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/627671/good-work-taylor-review-modern-working-practices-rg.pdf)

TUC. (2018) Casualisation leaves workers facing a difficult and uncertain labour market [online] London: TUC. Available at:

<https://www.tuc.org.uk/blogs/casualisation-leaves-workers-facing-difficult-and-uncertain-labour-market>

Uber B.V. v Aslam [2018] EWCA Civ 2748

UNIVERSITY AND COLLEGES UNION. (2019) Counting the costs of casualisation in higher education [online]. London: University and Colleges Union.

Available at: [https://www.ucu.org.uk/media/10336/Counting-the-costs-of-casualisation-in-higher-education-Jun-19/pdf/ucu\\_casualisation\\_in\\_HE\\_survey\\_report\\_Jun19.pdf](https://www.ucu.org.uk/media/10336/Counting-the-costs-of-casualisation-in-higher-education-Jun-19/pdf/ucu_casualisation_in_HE_survey_report_Jun19.pdf)

VITAE. (2019) The Concordat to Support the Career Development of Researchers [online]. London: Vitae. Available at: <https://www.vitae.ac.uk/policy/concordat>

<b>Section 75 category</b>	<b>Details of evidence/information</b>
Religious belief	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>
Political opinion	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>
Racial group	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>



Age	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>																												
Marital status	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>																												
Sexual orientation	<p>No information available on individuals who are engaged as part of the extended workforce.</p> <p><b>External Source Data</b></p>																												
Men and women generally	<p>The only information available on individuals who are engaged as part of the extended workforce is the gender breakdown for workers engaged by the university. There is no data captured for volunteers or self-employed individuals.</p> <table border="1" data-bbox="437 1229 1525 2027"> <thead> <tr> <th data-bbox="437 1229 655 1906">Figures from Payroll provides a breakdown of all individuals engaged via Non-Staff Payroll (NSP), Student Union (SU) payroll, and Oncampus Jobs (OCJ) payroll who were paid in the period August 2019 to July 2020.</th> <th data-bbox="655 1229 831 1906">Male</th> <th data-bbox="831 1229 991 1906">%</th> <th data-bbox="991 1229 1182 1906">Female</th> <th data-bbox="1182 1229 1342 1906">%</th> <th data-bbox="1342 1229 1525 1906">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="437 1906 655 1944">NSP</td> <td data-bbox="655 1906 831 1944">1667</td> <td data-bbox="831 1906 991 1944">49%</td> <td data-bbox="991 1906 1182 1944">1728</td> <td data-bbox="1182 1906 1342 1944">51%</td> <td data-bbox="1342 1906 1525 1944">3395</td> </tr> <tr> <td data-bbox="437 1944 655 1982">SU</td> <td data-bbox="655 1944 831 1982">68</td> <td data-bbox="831 1944 991 1982">48.5%</td> <td data-bbox="991 1944 1182 1982">72</td> <td data-bbox="1182 1944 1342 1982">51.5%</td> <td data-bbox="1342 1944 1525 1982">140</td> </tr> <tr> <td data-bbox="437 1982 655 2027">OCJ</td> <td data-bbox="655 1982 831 2027">338</td> <td data-bbox="831 1982 991 2027">35%</td> <td data-bbox="991 1982 1182 2027">619</td> <td data-bbox="1182 1982 1342 2027">65%</td> <td data-bbox="1342 1982 1525 2027">957</td> </tr> </tbody> </table>					Figures from Payroll provides a breakdown of all individuals engaged via Non-Staff Payroll (NSP), Student Union (SU) payroll, and Oncampus Jobs (OCJ) payroll who were paid in the period August 2019 to July 2020.	Male	%	Female	%	Total	NSP	1667	49%	1728	51%	3395	SU	68	48.5%	72	51.5%	140	OCJ	338	35%	619	65%	957
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	Total	2073	46%	2419	54%	4492
	<b>External Source Data</b>					
Disability	No information available on individuals who are engaged as part of the extended workforce.					
	<b>External Source Data</b>					
Dependants	No information available on individuals who are engaged as part of the extended workforce.					
	<b>External Source Data</b>					

## F. Needs, experiences and priorities

Having looked at the data/information you have collected in the question above, what does this tell you are the needs, experiences and priorities for the people who fall into the groups below, in relation to your policy<sup>2</sup>? And what is the actual or likely impact on equality of opportunity for those affected by the policy. (See appendix 1 for information on levels of impact).

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's religious belief.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of religious belief</i></b></p>	Minor and positive
Political opinion	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those</p>	Minor and positive

<sup>2</sup> If you do not have enough data to tell you about potential or actual impacts you may need to generate more data to distinguish what groups are potentially affected by your policy.

	<p>in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's political opinion.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of political opinion.</i></b></p>	
Racial group	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's race</i></b></p>	Minor and positive

	<p><i>(including colour, nationality, ethnic or national origins, including Irish travellers).</i></p> <p><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of race.</i></p>	
Age	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's age.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of age.</i></b></p>	Minor and positive
Marital status	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p>	Minor and positive

	<p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's marital or civil partnership status.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of marital status.</i></b></p>	
<p>Sexual orientation</p>	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's sexual orientation.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of sexual orientation.</i></b></p>	<p>Minor and positive</p>

<p>Men and women generally</p>	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless of a person's gender identity/expression (this includes Transgender and Non-Binary people).</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of gender.</i></b></p>	<p>Minor and positive</p>
<p>Disability</p>	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p>	<p>Minor and positive</p>

	<p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless if a person has a disability.</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of disability.</i></b></p>	
<p>Dependants</p>	<p>The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent.</p> <p><b><i>Selection will be based on work requirements and the relevance of the individual's skills and experience.</i></b></p> <p>People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.</p> <p><b><i>The policy specifically references the University's Equality, Diversity and Inclusion Policy (2020) which states that the University will provide equality of opportunity and treatment to all, regardless if a person has caring responsibilities (including dependants).</i></b></p> <p><b><i>The policy will potentially have a positive impact on all extended workforce workers, regardless of whether an individual has caring responsibilities.</i></b></p>	<p>Minor and positive</p>



## Part 2 Screening questions

<b>1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?</b>		
Section 75 category	Issue	Minor/major/none?
Religious belief	The Policy is likely to have a positive impact regardless of religious belief.	Minor and positive
Political opinion	The Policy is likely to have a positive impact regardless of political opinion.	Minor and positive
Racial group	The Policy is likely to have a positive impact regardless of race.	Minor and positive
Age	The Policy is likely to have a positive impact regardless of age	Minor and positive
Marital status	The Policy is likely to have a positive impact regardless of marital status	Minor and positive
Sexual orientation	The Policy is likely to have a positive impact regardless of sexual orientation.	Minor and positive
Men and women generally	The Policy is likely to have a positive impact regardless of gender.	Minor and positive

Disability	The Policy is likely to have a positive impact for those with a disability or long term condition.	Minor and positive
Dependants	The Policy is likely to have a positive impact for those with dependants/caring responsibilities	Minor and positive

**2 Are there any actions which could be taken to reduce any adverse impact which has been identified or opportunities to better promote equality of opportunity?**

Section 75 category	Issue	Mitigating Measure
Religious belief	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of religious belief.	None
Political opinion	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of political opinion.	None
Racial group	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of race.	None
Age	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of age.	None

Marital status	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of marital status.	None
Sexual orientation	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of sexual orientation.	None
Men and women generally	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of gender.	None
Disability	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of disability.	None
Dependants	No adverse impact has been identified. The Policy is likely to have a positive impact, regardless of dependents.	None

<b>3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?</b>		
Good relations category	Details of policy impact	Level of impact minor/major/none
Religious belief	The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent. People and Culture will ensure that line managers	None

	responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.	
Political opinion	The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent. People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.	None
Racial group	The University is committed to equality of opportunity for all. Section 2.2 of the policy states that the University aims to engage those in the Extended Workforce on contractual terms that are fair and transparent. People and Culture will ensure that line managers responsible for engaging individuals are trained and supported to ensure that recruitment, engagement and payment of individuals in the extended workforce are in line with established procedures.	None

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		The policy provides specific guidance on engaging those in the Extended Workforce on contractual terms that are fair and transparent and that individuals are recruited,

		engaged and paid in line with established procedures.
Political opinion		The policy provides specific guidance on engaging those in the Extended Workforce on contractual terms that are fair and transparent and that individuals are recruited, engaged and paid in line with established procedures.
Racial group		The policy provides specific guidance on engaging those in the Extended Workforce on contractual terms that are fair and transparent and that individuals are recruited, engaged and paid in line with established procedures.

## E Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?

*(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).*

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

No data is available to allow consideration of the potential impact on multiple identities as currently only minimal data is collected from those contracted as part of the Extended Workforce. This may require further analysis in the future in the event that the University begins to capture data relevant on individuals.

## F Disability Duties

### Disability Duties

Consider whether the policy:

- a) Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.  
***No. the University is an equal opportunities employer.  
Point 9.3 of the policy reflects that Workers with disabilities or long-term conditions will be encouraged to disclose this in the Equal Opportunities Monitoring Form, and to the relevant school and discuss reasonable adjustments which may be required to support them in undertaking the activities.***
- b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.  
Yes, see above.

### Part 3. Screening decision

Through screening, an assessment is made of the likely impacts, either major, minor or none, of the policy on equality of opportunity and/or good relations for the relevant categories. Completion of screening should lead to one of the following three outcomes; please mark an x in the appropriate box:

**'Screened out'** i.e. the likely impact is none and no further action is required

**'Screened out' with mitigation** i.e. the likely impact is minor and measures will be taken to mitigate the impact or an alternative policy will be proposed

**'Screened in' for an equality impact assessment (EQIA)** i.e. the likely impact is major and the policy will now be subject to an EQIA

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

The University seeks to provide equality to all, irrespective of gender, including gender reassignment; marital or civil partnership status; having or not having dependants; religious belief or political opinion; race (including colour, nationality, ethnic or national origins, including Irish Travellers); disability; sexual orientation and age.

The policy provides specific guidance on engaging those in the Extended Workforce on contractual terms that are fair and transparent and that individuals are recruited, engaged and paid in line with established procedures

A section on the Equality and Diversity policy has been added to the policy.

If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts, please provide details of the reasons for this decision and of any proposed mitigating measures or proposed alternative policy.

If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

[Click here to enter text.](#)

## D Timetabling and prioritising

If the policy has been ‘**screened in**’ for equality impact assessment answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	Click
Social need	Click
Effect on people’s daily lives	Click
Relevance to the University’s functions	Click

**E** Is the policy affected by timetables established by other relevant public authorities?

If yes, please provide details

No
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## Part 4. Monitoring

Effective monitoring will help the University identify any future adverse impact arising from the policy which may lead the University to conduct an equality impact assessment, as well as help with future planning and policy development.

### **Please detail how you will monitor the effect of the policy?**

Monitoring data relating to Section 75 will be collected for workers and will be required to be collected on each of the categories - religious belief, political opinion, racial group, age, marital status, sexual orientation, disability, dependents to provide teaching support activities - for the University to be able to monitor the effects of the policy effectively.

### **What data is required in the future to ensure effective monitoring of the policy?**

Monitoring data relating to Section 75 will be collected for workers and will be required to be collected on each of the categories - religious belief, political opinion, racial group, age, marital status, sexual orientation, disability, dependents to provide teaching support activities - for the University to be able to monitor the effects of the policy effectively.

## Part 5 - Data Protection

If applicable, has legal advice been given due consideration?

Yes  No  N/A

Has due consideration been given to information security in relation to this policy?

Yes  No

## Part 6 - Approval and authorisation

<b>Screened by:</b>	<b>Position/Job Title</b>	<b>Date</b>
Rebecca Shields & Nicola Clugston	Associate HR Business Partners	28/08/2020
<b>Approved by:</b>		
Clare Briggs	Head of HR Business Partnering	28/08/20

A copy of the screening form, for each policy screened, should be 'signed off' and approved by the senior manager responsible for the policy

In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by a Director.

There may at times be policy issues which fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the University's Operating Board and/or Standing Committee of the Senate. Where a policy screening highlights such issues the screening form must be signed off by the Director prior to proceeding to the University's Operating Board and/or the Standing Committee of the Senate.

Following ratification, a copy of the approved screening form, and associated policy must be forwarded to the Diversity and Inclusion Unit for publication on the University's website.

## ADDITIONAL INFORMATION TO INFORM THE ANNUAL EQUALITY PROGRESS REPORT TO THE EQUALITY COMMISSION

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups as part of screening.

Extensive stakeholder engagement has been held over a lengthy period with Faculties/Schools and directorates to inform the development of the Policy and Guidance.

2. In developing this policy were any changes made as a result of equality issues raised during :

- (a) pre-consultation / engagement;
- (b) formal consultation;
- (c) the screening process; and/or
- (d) monitoring / research findings.

If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those affected.

No

3. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

No

## Appendix 1

### Levels of Impact (Questions 6-9)

#### Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider the answers provided to the questions above.

In addition, the **screening questions** above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on “equality of opportunity” and “good relations”. The scale used when assessing this impact is either “None”, “Minor” or “Major”. The following paragraphs set out what each of these terms mean.

If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then you may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, you should give details of the reasons for the decision taken.

If your conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If your conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to introduce:

- measures to mitigate the adverse impact; or
- an alternative policy to better promote equality of opportunity and/or good relations.

### **In favour of a 'major' impact**

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

### **In favour of 'minor' impact**

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

### **In favour of none**

- a) The policy has no relevance to equality of opportunity or good relations.

The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.